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ABSTRACT

A study determined whether videotaping preservice teachers' instruction lessons in early literacy methods courses was valuable to them in assessing their teaching and how best to develop a video portfolio for assessment purposes. Subjects, 10 kindergarten through fourth grade preservice teachers enrolled in three consecutive methods courses, completed survey instruments, were videotaped as they conducted lessons, and critiqued their videotaped teaching. Results indicated that the preservice teachers gleaned teaching knowledge, self-confidence, and professionalism from their video portfolio experiences in collaboration with instructors. Results also indicated that the preservice teachers planned to continue using the assessment procedure for self-assessment and in collaboration with supervisor assessments for their future teaching positions. (The survey instrument is attached.) (RS)

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VIDEO PORTFOLIOS; COLLABORATIONS IN LITERACY TEACHING ASSESSMENT

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ABSTRACT

Two college elementary education instructors report their collaborative efforts to help each preservice teacher develop a video portfolio of their literacy teaching development over a three semester time frame. Surveyed preservice teachers indicated positive results in teaching knowledge gained, self confidence and professionalism gleaned from their video portfolio experiences when in collaboration with instructors. Also. they stated plans to continue using this assessment procedure for self assessment and in collaboration with supervisor assessments for their future teaching positions.

INTRODUCTION

With memos concerning accountability and exit criteria arriving each semester in the college/university education department faculty mailboxes, reading and curriculum and instruction instructors' thoughts are increasingly focusing on assessment of literacy programs in elementary teacher education programs. In recent years the final assessments for preservice teachers have involved directing students toward successful completion of several measurements representing both qualitative and quantitative assessments, such as passing the National Teacher Examination and successfully completing their student-teaching experience. Can a better assessment plan with less stress and more success be developed? The instructors began researching to develop and implement such a plan.

In order to make student teaching a more profitable experience, college supervisors have been videotaping student teachers for the preservice teacher to self assess with the help of the supervisor. In one study (Verloop) student teachers not only profited from their own videotaped lessons, but also from viewing those of other student

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teachers. By viewing these, the student teachers stated they became much more aware of what and how they were instructing. The idea of observing videotaped teaching sessions of not only themselves but also others during preservice teaching was the topic of other studies (Malone and Strawitz, Klinzing and Klinzing-Eurich, Brooksher, and Gunter and Lopez). These studies of various preservice teaching experiences all involved peer teaching in which each preservice teacher was videotaped while presenting a lesson to a class of peers who viewed the tape immediately afterwards, then offered feedback. From these experiences, they gained much--poise in teaching for the camera, self confidence in utilizing instructional methods, how to better plan and organize lessons and to self assess their teaching. In addition, they gave and received many instructional ideas from viewing their peers' tapes as well as from receiving their peers' reflections. Also, one study (Eldy and Hess) found preservice teachers turned their anxious feelings about videotaping into a benefit--motivation to improve lessons, resulting in improved attitudes towards teacher education programs in general. However, there is caution given for supervisors to be sensitive to the pre-service teacher's anxiety when filming.

Another study found that when videotaping experienced graduate level students (Busch) during a clinical tutoring experience, the teachers felt they were able to identify strengths and concerns in their teaching and as clinicians. Another finding in this study was that videotaping is costly, not just in equipment but also in time! However, the teachers felt the cost and efforts were worthy investments as their tapes helped them to successfully make the difficult transfer of classroom knowledge to active use in the tutoring practicum.

An added use was found for the preservice and in-service videotapes by a former principal, Sheldon Moore--the interview (Moore)! As a principal, he had always tried to observe his prospective teachers in the classroom. His observations was considerably less burdensome when preservice teachers brought him videos of their student teaching experience. As a result he feels so strongly about the advantages of teachers videotaping themselves teaching that he thinks supervisors should incorporate this method of teacher taping and self-assessing, then share the tape and discussion with the supervisor for evaluations.

The major obstacles to video taping preservice teachers (and perhaps in-service ones too!) is their dislike of the procedure (Smith). A study completed in Saskatchewan, Canada on 126 student teachers found that they least wanted and thus supervisors least used video and audio taping of teachers' classroom instruction because they felt threatened. However, since videotaping proved to be so very beneficial to the student teachers, the study suggested a need among supervisors and instructors to give much more practice and some instruction in videotaping to built a sense of trust between them and their teachers. Smith found joint tape review and discussion to be especially beneficial in building respect, cooperation, and trust between supervisors and teachers. With these research results in mind, the goals of this study were developed to do the following:

1. To determine if videotaping preservice teachers' instruction lessons in early literacy methods courses (in courses prior to as well as during student teaching) is valuable to them in assessing their teaching.

2. To determine how best to development a video portfolio of their literacy teaching for preservice teacher assessment purposes.

3. To determine how preservice teachers utilize their videotaped portfolios.

4. To determine the implications for video portfolio assessment through use of video portfolios for in-service teachers in collaboration with their supervisors.

METHOD

SUBJECTS

During the three semesters of this study ten kindergarten through fourth grade preservice teachers were enrolled in three consecutive courses in which they were videotaped. Eight were college juniors when beginning the study and two were college graduates who had returned to college to acquire elementary teacher certification. All were at or

near the beginning of their teacher education program of study when enrolling in their first course to begin their video portfolios.

INSTRUMENTATION

Eighteen items with a space for comments for a survey (Appendix) were gleaned from the literature and from student and instructor discussions. Teachers ranked statements by circling a number from one through five with one representing strongly disagree to five meaning strongly agree, dealt with how the preservice teachers felt the video portfolios should be developed in order to help with their comfort around the camcorder and to gain info in their quest to become more proficient and confident teachers. Other items solicited information on how they used and plan to use these and other video portfolios now and in their futures.

PROCEDURES

The development of each preservice teacher's video portfolio began when they enrolled in their reading and language development course. Each future teacher purchased a blank video tape after discussion of the class assignment. After studying literacy development throughout the semester, for their final examination they were videotaped by a college employee from the student development office while teaching a minilesson to peers enrolled in the same course.
After taping and on the same day, teachers individually conferenced with the instructor to view the tape, informally rate themselves and discuss their assets and needs in their video lessons. Each conference lasted approximately fifteen to twenty minutes. They kept their videos to add to in their next literacy development methods course.

The following semester, the same ten students were videotaped by the instructor during the practicum in reading course when tutoring a child with severe reading and language development difficulties and referred by their classroom teachers in a local public primary school. The taping took place during the fifth week of the seven week tutoring program. Again, teachers conferenced with the instructor to view the video, informally evaluate their teaching assets and needs and to discuss the experience with the instructor. Each conference lasted approximately twenty to thirty minutes.

During the third semester of this study, the ten students

were videotaped by a former student-teacher supervisor who was familiar with them, during the fourth and fifth weeks of their first placement of student teaching. Students were teaching in primary level grades kindergarten through fourth.

Following the taping of each student teacher, he or she and the college supervisor each separately viewed and wrote a critique of the videotape which was followed by a conference to share and discuss their individual critiques. Afterwards, the ten student teachers completed the survey and the results were tallied.

RESULTS

The survey's five rating tables , 1) strongly disagree, 2) disagree, 3) no opinion, 4) agree, and 5) strongly agree, were collapsed to three, 1) disagree, 2) no opinion and 3) agree, because the responses leaned so heavily toward agree and strongly agree. The results of the three areas assessed are as follows.

In Section A teachers overwhelming stated they valued their video portfolios in every way measured. The eight questions dealt with sense of self accomplishment and satisfaction in teaching, self-confidence and perception of themselves as teachers, improvement in instructional methods including use of materials and classroom environment. They also stated that their trust in college instructors increased, resulting in collaborative team work occurring between preservice teacher and college instructor. They said they felt all of the changes would not have been as positive without the benefit of the video portfolios.

The survey's second set of questions was designed to solicit the teachers' thoughts on what to include in preservice video portfolios. Again, they reported agreement in the statements which were to include at least one videotaping in each of three classes, the first in a literacy development course in which they teach a lesson to peers. The second taping is to be when tutoring a child for a literacy course and the third taping would be when teaching a small or large group during the student-teaching experience. They overwhelmingly wanted not only their instructors but also their classmates to view and give feedback on their teaching

videos. Additionally, eight out of ten teachers wanted instruction on the technical aspects of videotaping prior to the videotaping experience to ensure more personal comfort by knowing what to anticipate during the video taping experiences.

The final survey section dealt with how the preservice teachers plan to utilize their video portfolios in the future. Six out of ten plan to submit a copy to their prospective employer, both the human resource manager and principal. Both would view the tape simultaneously with the teacher so he or she could emphasize various aspects of their performance they want the employer to note. The aspects that nine out of ten preservice teachers want to be noted are their use of instructional methods and materials, teacher and student attitudes, classroom management and environment, motivational and assessment techniques, personal professional qualities and attention to children's needs. Also, they want to draw attention to their overall improvement over three courses. Nine teachers would use the videos from two tapings, tutoring and student teaching, and eight would submit all three tapings to be viewed.

Preservice teachers had insight into their future use of video portfolios for inservice possibilities. All ten teachers' preferences include an annual videotaping segment of their classroom teaching with nine of these preferring to tape themselves versus the supervisor doing the taping. Six teachers preferred to view and discuss the tape with their future supervisor. However, teachers did not want the video portfolio to replace a personal visit. Nine out of ten wanted both to give a pretaped videotape to and have a personal visit with their future supervisors.

IMPLICATIONS AND DISCUSSION

This research was conducted to determine answers to four questions concerning preservice teacher video portfolios, including the videos' development and values as well as current and future uses of them. After being videotaped once per semester over three semesters while teaching one lesson to peers, then tutoring one child and finally teaching small or large groups preservice teachers completed a survey on their perceptions of the values of their video portfolios, how best to develop them and how they planned to

utilized them in their immediate as well as long term professional careers. The results offered several expected findings and a few surprises.

Implication 1. Preservice teachers definitely felt their teaching successes, self-confidence and perceptions of themselves as teachers were vastly increased after viewing each of their videotapes and discussing them with their college instructors and or supervisors.

Implication 2. Prior to developing portfolios preservice teachers want instruction in the technical aspects of videotaping in order to better prepare for the taping.

Implication 3. Preservice teachers want to be taped once per semester over a three course or three semester progression beginning with teaching a lesson to classmates, then progressing to teaching a lesson to one child and then to groups of children.

Implication 4. The preservice teachers want to work collaboratively with their classmates and instructors by viewing the videotapings with both present following with discussion and offerings of feedback on their teaching.

Implication 5. Video portfolios are utilized immediately by preservice teachers to improve a variety of teaching methods and student interactions.

Implication 6. Preservice teachers internalize improved self perceptions and confidence as teachers after viewing videos.

Implication 7. The instructor-preservice teacher interaction in viewing and discussing videos works so well in increasing a professional spirit of collaboration and trust and in reducing threats that preservice teachers want to expand the collaboration to include viewing and feedback by their classmates.

Implication 8. Preservice teachers plan to utilize video portfolios during job interviews to emphasize their good professional qualities.

Implication 9. Preservice teachers plan to continue use of video portfolios in their future teaching positions by self videotaping their teaching annually for their own evaluations.

Implication 10. Preservice teachers would like to work collaboratively with future job supervisors by viewing and discussing their self-made videos together.

Implication 11. Preservice teachers still desire a personal classroom observation by their future job supervisors in addition to viewing and discussing together the self taped video.

This study indicates that preservice teachers value their video portfolios and collaborative work with instructors and peers so much they plan to continue the self assessment process in their professional careers. However, to better help in this process, more research and study is needed in the following areas:

l) Teacher educators need to become knowledgeable of what technical aspects preservice teachers most desire to learn to ensure more comfort when videotaping and begin teaching this.

2) Teacher educators need to learn what preservice teachers want peers to evaluate when viewing their videos and how they prefer the feedback to be given.

3) School system teacher supervisors and teachers on the job need to collaboratively research and experiment with ways to incorporate video portfolio evaluations into their assessment processes.

From this limited study, ten preservice teachers have developed video portfolios and have plans to use these in the near and distant future to continuously monitor their teaching performance. It seems they have learned the value and skill of first becoming accountable to themselves. For this to occur and to be satisfied with what they are teaching, they seek input from others. Collaborative work on video portfolios for these preservice teachers has indeed accomplished more than what was anticipated by them and their instructors.

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APPENDIX

VIDEOTAPE PORTFOLIO STUDY
FALL, 1992--FALL, 1993
PRESERVICE TEACHER SURVEY

This survey contains questions on video portfolio development for preservice teachers, specifically how best to develop them, how students assess the instructional value of their portfolios and how they plan to use them in the future. Please give your response to the following statements and questions. Thank you!

A. Assessing the Value of Your Video Portfolio developed in Ed. 350 (reading and language development), Ed. 444 (practicum) and Ed. 491 courses (student teaching). Please mark according to the following:

1=strongly disagree, 2=disagree, 3=no opinion,
4=agree, 5=strongly agree

1. My videotaped teaching experiences helped me to put into practice skills learned in Ed. courses. 1 2 3 4 5

2. At each level of videotaping I was able to feel a sense of satisfaction and accomplishment in giving instruction 1 2 3 4 5

3. At each level of videotaping I was able to feel a sense of satisfaction and accomplishment in giving instruction after discussion with the instructor 1 2 3 4 5

4. My self-confidence as a teacher increased with each videotaping 1 2 3 4 5

5. My instruction improved with each videotaping 1 2 3 4 5

6. My teaching changed in the

following ways:

I was more poised in front of the camera 1 2 3 4 5

I gave clearer verbal instructions to the student(s) 1 2 3 4 5

I had better classroom management 1 2 3 4 5

I planned better 1 2 3 4 5

My classroom environment was more print rich 1 2 3 4 5

The instructional materials were more appropriate 1 2 3 4 5

My rapport with the student(s) was better 1 2 3 4 5

I became more comfortable with my ability to utilize instructional methods 1 2 3 4 5

I was more professional and poised in my teaching 1 2 3 4 5

My perceptions of me as a teacher became clearer 1 2 3 4 5

My ability to organize lessons increased 1 2 3 4 5

My ability to identify my instructional strengths increased 1 2 3 4 5

My ability to identify my instructional needs increased 1 2 3 4 5

My fears of recrimination by instructors decreased as we worked together to develop my teaching savvy 1 2 3 4 5

My teaching confidence improved as I witnessed on videotape my ability to change former needs into positive teaching experiences 1 2 3 4 5

7. I believe the responses in #6 would have been the same or better without the benefits of videotape 1 2 3 4 5

8. My videos helped me to apply what I learned to teach to one child to small groups and then to whole classes 1 2 3 4 5

B. How to Develop the Video Portfolio

9. Videotape at least once in each of these courses:
   Ed. 350 (teaching lesson to peers) 1 2 3 4 5
   Ed. 444 (teaching one child) 1 2 3 4 5
   Ed. 491 (teaching small groups and whole class) 1 2 3 4 5

10. Have the following people view and and give feedback on your videotape:
   you 1 2 3 4 5
   your instructor for that course 1 2 3 4 5
   one or more classmates 1 2 3 4 5

11. Offer some info on technical aspects of videotaping and what to expect prior to taping 1 2 3 4 5

C. Ways to Utilize Your Video Portfolio

12. When interviewing for a teaching position I plan to show/give a copy of my video portfolio to the:
   Personnel officer of the school system
   Principal of the school I'm interviewing

13. When presenting my video I plan to emphasize these aspects of my teaching to those interviewing:
   improvement from one course to another 1 2 3 4 5
   management of class 1 2 3 4 5
   use of instructional method(s) 1 2 3 4 5
   use of materials 1 2 3 4 5
   teaching environment 1 2 3 4 5
   attitude of child(ren) 1 2 3 4 5
   motivation techniques 1 2 3 4 5
   planning and organization 1 2 3 4 5
   your teaching attitude 1 2 3 4 5
   your assessment knowledge 1 2 3 4 5
   your remediation knowledge 1 2 3 4 5
   your other personal qualities 1 2 3 4 5
   the child's(ren) interest 1 2 3 4 5

14. The video portfolio that I submit to personnel interviewers will include the tapes from

Ed. 350	1	2	3	4	5
Ed. 444	1	2	3	4	5
Ed. 491	1	2	3	4	5

15. Would you like to continue adding to your videotape a segment of your teaching annually 1 2 3 4 5

16. Do you feel a good way to evaluate your future teaching would be to provide your supervisors with your video portfolio of an annual taping of your teaching? 1 2 3 4 5

17. If you provide your future teaching supervisor with an annual video of you teaching, would you prefer to view it with the supervisor and discuss and evaluate it together?

18. Would you prefer for future annual supervisions when teaching to include:

a teacher provided video only	1	2	3	4	5
a teacher provided video and a supervisor visit	1	2	3	4	5
a supervisor taping the video during a visit	1	2	3	4	5

Comments on your video taping experience: